

# BOYS AND YOUNG MEN AT RISK OF SEXUAL EXPLOITATION

## A TOOLKIT FOR PROFESSIONALS

In collaboration with

**The  
Children's  
Society**

No child  
should feel  
alone

**VS** **VICTIM  
SUPPORT**

 **NPCC**  
National Police Chiefs' Council

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**PLEASE NOTE:** This toolkit is based on our current understanding and the evidence picture of child sexual exploitation in relation to boys and young men as we see it. Therefore this document will remain a living document and is subject to change.

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In collaboration with



# ABOUT BOYS AND YOUNG MEN AT RISK OF SEXUAL EXPLOITATION

Over the last few years, and in particular since the reporting of events in Rochdale and Rotherham, there has been an increase in the profile and awareness of child sexual exploitation. Prominent cases and police investigations have been covered by national news and by television dramatisations, and there has been an elevated public and political focus. Whilst there is undoubtedly a benefit of an increased awareness and understanding of the exploitation of children and young people, the narrative has remained focused on female victims and male perpetrators. The more a story is told in a certain way, the more the public and professionals see a stereotype of offenders, victims and abuse. Less understood and often overlooked are the experiences of boys and young men. This toolkit aims to explore the issues for boys and young men in relation to child sexual exploitation, and hopefully provide insight for those working within this field.

## **The Home Office updated the definition of child sexual exploitation for England in 2017:**

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.'

However it should be noted that this definition has been described by some as 'hygienic' and 'abstract', and that it does not reflect the violence, injury, trauma and suffering experienced by children and young people.

**In Wales, Safeguarding Children and Young People from Sexual Exploitation Statutory Guidance defines child sexual exploitation as:**

'The coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.'<sup>ii</sup>

**When asked to share their expertise, a group of young people defined child sexual exploitation as:**

'Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos).'

<sup>iii</sup>

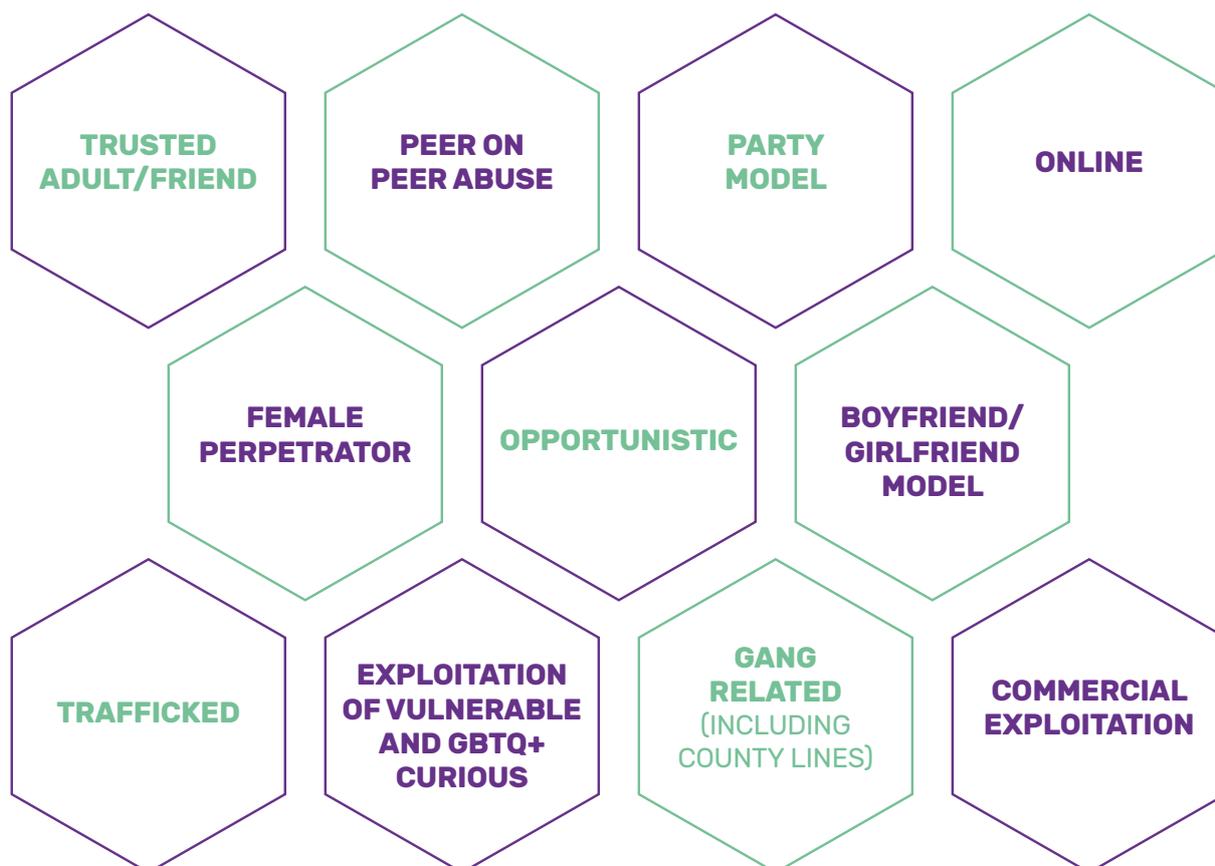
**The Children's Commissioner in England found that 'each year thousands of children in England are raped and abused from as young as 11 years old by people seeking to humiliate, violate and control them, and the impact on their lives is often devastating.'**<sup>iv</sup>

**Whilst this document explores many factors relating to the sexual exploitation of boys and young men, it should not detract in any way from the fact that the blame and responsibility for the abuse lies clearly with the perpetrator or perpetrators.**

**Child sexual exploitation is a form of child sexual abuse, and should always be afforded a safeguarding response. This includes recognition of the impact of trauma experienced as a result of that abuse.**

# MODELS AND GROOMING

There are different models of grooming and exploitation that boys and young men can experience. Below are some examples of how boys and young men may be groomed or exploited. However, every child and situation is different, and children are groomed for exploitation using various tactics.



Grooming is the process in which a perpetrator prepares a child or young person for abuse, and they often use an extensive range of techniques and methods. Grooming is designed to lower the child or young person's defences, to weaken existing relationships and friendships, and to establish the perpetrator's control.

The following has been adapted from the BLAST (Yorkshire MESMAC)<sup>v</sup> seven stage grooming model, which is applicable to boys and young men.

It should be noted that grooming does not always follow a linear process. There are examples of grooming that do not feature all these stages, in this order, and the information below is not designed to be prescriptive or exhaustive.

<p><b>1. TARGETING</b></p>	<p>The perpetrator seeks boys and young men, and is looking for opportunity.</p>	<p><b>Internet</b> - apps, chatrooms, games  <b>Safe places</b> - school, sports club, youth club, transport  <b>Risky places</b> - bars, clubs, streets, cruising sites, toilets</p>
<p><b>2. CONTACTING</b></p>	<p>The perpetrator finds the opportunity to make contact.</p>	<p><b>Online</b> - friend requests, messages, creates fake profiles, joins groups and/or games  <b>Offline</b> - offers something ie money, lifts, friendship, advice, protection, alcohol, drugs</p>
<p><b>3. KEEPING CONTACT</b></p>	<p>The perpetrator maintains and continues to build the relationship. Often this is done through offering gifts and attention.</p>	<p><b>Encourages further contact</b> - swaps contact details, suggests or arranges a meeting, provides a mobile phone  <b>Offers what they want or need</b> - ie love, affection, advice, support, friendship, a place to stay, protection, alcohol, drugs</p>
<p><b>4. PERCEIVED POSITIVE BEHAVIOURS</b></p>	<p>The perpetrator presents as a safe and 'cool' person. This is with the intention of making the child or young person want to spend time with them.</p>	<p><b>Appropriate activities</b> - ie days out, cinema, sports.  <b>Appropriate attention</b> - talking, text messages, compliments, affection, encouraging trust  <b>Impresses him</b> - nice car, money, friends, jokes  <b>Appropriate gifts</b> - clothing, phone, food and drink, cash, games, romantic presents  <b>Does favours</b> - ie a place to stay, lifts, support and advice</p>

<p><b>5. NEGATIVE BEHAVIOURS</b></p>	<p>The perpetrator sexualises the child or young person, and creates situations or information to use against him.</p> <p>Unsafe or risky activities are common here, as well as normalising sexual behaviours.</p>	<p><b>Gifts</b> – alcohol, drugs, porn, sexualised clothing or items</p> <p><b>Tests touch</b> – dares, massage, play fighting</p> <p><b>Gives attention</b> – isolates, sexualised chat, keep secrets, flirting and sexting</p> <p><b>Activities</b> – drinking, taking drugs, clubbing, watching porn, cruising sites, nights in hotels</p>
<p><b>6. CONTROL AND REINFORCEMENT</b></p>	<p>The perpetrator finds ways to remain in control. For example, he/she might speak positively about the current situation and negatively about the child or young person’s life before.</p> <p>Control techniques may also include threats and intimidation.</p>	<p><b>Highlights the positives</b> – being treated like an adult, fun and independence</p> <p><b>Exaggerates the negatives</b> – without them life would be boring, no fun, no gifts</p> <p><b>Exerts control</b> – demands, threats, isolate, create fear and dependency</p>
<p><b>7. SEXUAL EXPLOITATION</b></p>	<p>The perpetrator engages the young person in sexual activity for their own benefit.</p>	<p><b>Sexual activity</b> – includes sexual images, sex with others and selling children or young people for sex</p> <p><b>Persuade</b> – beg, offer incentives, comments like ‘it’s a favour’, ‘you will enjoy it’, for the perpetrator’s benefit, play on guilt and love</p> <p><b>Blackmail</b> – comments like ‘you should have known what to expect’, ‘you don’t get something for nothing’, ‘you won’t be believed’, blame, threat, using information against the child or young person</p>

**7. SEXUAL EXPLOITATION**

The perpetrator engages the young person in sexual activity for their own benefit.

**Normalise and justify** – ‘lots of people do it’, ‘it’s normal’, ‘we all have to do things we don’t like’

**Force** – the idea that the child or young person owes something, force or violence, use of drugs / alcohol, remove what he wants or needs

It is important to note that not all experiences of child sexual exploitation involve a grooming process. Grooming can take months or years, or it may take place very quickly, over the course of minutes or hours. In the case of peer on peer abuse there may be no grooming process at all.

‘There was sexual abuse in terms of having sex but also mental abuse. He would make me feel like I was crazy.’

**Young male**

# VULNERABILITIES AND INDICATORS

Research carried out by Barnardo's<sup>vi</sup> shows that boys are more likely to come to child sexual exploitation services via a criminal justice system. Boys are also more likely to have learning or behavioural difficulties than females within the same services. This could indicate that professionals have different perceptions of boys and young men's experience of child sexual exploitation, and need to look at intersecting vulnerabilities.

All young people could be at risk of child sexual exploitation, but there are some specific vulnerabilities that need to be considered in relation to boys and young men:

## GENDERED PERCEPTIONS MAKE IT A HIDDEN ISSUE

- Research suggests that boys and young men are less likely to report abuse and exploitation.<sup>vii</sup> They remain underrepresented and child sexual exploitation is underreported within this group.

However, from experience of delivering specialist child sexual exploitation services to boys and young men, we have found that when given safe spaces to do so, boys and young men do report it and do want to talk about their experiences.

- Professionals do not always recognise the signs of exploitation in boys and young men, and there can be gendered expectations and stereotyping that child sexual exploitation mainly happens to females, not males.
- Gendered attitudes such as 'boys will be boys' and 'he can look after himself' mean signs are often missed, and boys and young men are not perceived to be victims.
- Risk indicators and services can be female centric,<sup>viii</sup> and indicators of risk (ie relationships with an older person) are more likely to be identified in girls and young women.
- A lack of professional curiosity and unconscious bias can lead to child sexual exploitation indicators being overlooked in boys and young men.

## HOMELESSNESS AND MISSING EPISODES

- Homelessness and going missing can happen as a result of someone experiencing exploitation; however when homeless or missing from home or care, boys and young men become more vulnerable to exploitation.
- Boys are usually reported as missing later than girls, as they are perceived as being able to 'look after themselves' or to be less at risk.

## GBTQ+

Boys and young men of any sexual orientation are at risk from child sexual exploitation, but there are specific risks that relate to boys and young men who identify as LGBTQ+. These can include:

- A lack of safe spaces for children and young people to explore or discuss their sexuality, develop relationships, and a lack of information or support in this area.
- Homo/bi/transphobia may lead to exploration in a way that increases risk of exploitation, for example through the use of online apps or cruising sites.
- Isolation and homelessness due to 'coming out' can increase vulnerability.
- So-called honour-based violence and/or homo/bi/transphobia and domestic abuse can add to the trauma and risk experienced by boys and young men who experience child sexual exploitation related to – or perceived to be related to – their sexuality.

## TECHNOLOGY AND SOCIAL MEDIA

- Gaming sites can be an environment used to befriend and groom, however there is a lack of awareness in relation to this. The idea that grooming only happens to girls can lead to boys being particularly vulnerable in this respect.
- Boys and young men can also be subject to peer on peer abuse via technology and social media. They are at particular risk of indecent images being shared of them, which then also increases their risk of being targeted for other forms of child sexual exploitation.

## LINKS WITH OFFENDING

- Many boys and young men experience child sexual exploitation in the context of gangs and/or offending behaviour. Often it is the offending that is noticed and responded to by professionals. This could explain why so many child sexual exploitation referrals come through the criminal justice settings.
- Boys and young men may commit offences as a consequence of child sexual exploitation. For example, perpetrators may force victims into committing offences as a way of paying debts owed or as an additional method of exerting power and control.
- Links to offending behaviour mean child sexual exploitation can be overlooked, with boys being seen as a problem. Boys and young men are more likely to be criminalised for their behaviour.<sup>ix</sup>
- Where young people are involved in gangs, males are generally assessed in relation to violence and drugs, and child sexual exploitation can be overlooked.<sup>x</sup>
- Boys and young men are more likely to display their trauma externally, and be labelled as 'violent' or 'aggressive.'<sup>xi</sup>
- Children and young people may come into contact with perpetrators as a result of offending.
- Committing offences or being vulnerable to child sexual exploitation may be a result of shared environmental or social factors.
- Exploitation, forced labour and forced criminality is linked to sexual exploitation, and is a way of maximising a trafficker's income. Sexual exploitation and abuse is also used as a means of repression, control and to prevent escape or detection.
- Pornography normalises certain activities and enables sexual contact. For a detailed study please see Basically, Porn is Everywhere by the Children's Commissioner in England.<sup>xii</sup>

# BARRIERS TO ENGAGEMENT

There are many factors that could influence how boys and young men engage with interventions and networks that can offer safeguarding and support. As outlined, boys and young men may be less likely to disclose than girls, and practitioners can find child sexual exploitation in boys and young men harder to identify. Other barriers to consider include:

## GENDERED PERCEPTIONS OF MASCULINITY

- Gender stereotypes suggest that males do not experience abuse and exploitation, and that boys and young men should not talk about feelings or experiences of victimhood.
- A child or young person may have the (misplaced) fear that experiencing or disclosing abuse somehow makes you less of a man.
- The fear that abuse will be seen as weakness and disclosure may be met with a hyper-masculine response, ie 'I'd have smacked him if he'd tried that'.
- Stigmatisation of males solely as perpetrators and offenders of sexual violence.
- Fear of the notion that those who experience abuse go on to be abusers – boys and young men may be unwilling to disclose the abuse so they are not seen as a risk to others.
- Professionals' attitudes towards boys and young men can be less protective than towards girls. Boys and young men can be seen to be making choices, with an attitude of 'he can look after himself'.
- The child or young person may not want to be seen as a victim.
- In instances where the perpetrator is female, the response may be one of admiration from peers and acceptance from professionals, rather than reflecting the abuse, exploitation and trauma that has taken place.

## SEXUALITY AND SEXUAL IDENTITY

- Taboos around sexuality/sexual orientation are still prevalent and can be an inhibitor to disclosing.
- Fear of being 'outed'.
- Fear that those who have experienced or are experiencing exploitation will be labelled as gay.

- Abuse and exploitation can also lead to confusion, for example the idea that males abused or exploited by men 'must be gay'.
- Fear of homophobia or transphobia.

### **CULTURAL AND/OR RELIGIOUS BELIEFS**

- Boys and young men from some ethnic or cultural backgrounds may not disclose due to the stigma of same sex or pre-marital contact and a lack of understanding about the contact as abusive.
- It may be seen as unacceptable to speak ill of elders in order to disclose the abuse.
- Sex (including sexual abuse and exploitation) may be seen as a taboo subject and not discussed.
- In some cultures, there are no words to describe the concept of sexual abuse or exploitation.
- Fear of honour-based violence or homo/bi/transphobic domestic abuse.
- The child or young person may fear they will be blamed.
- The child or young person may fear they will not be believed.
- The child or young person may feel embarrassment or shame in relation to what has happened.
- The child or young person may be worried about portrayal or coverage in the media.
- There may be the fear that a disclosure will get back to the local community.
- The young person may have a distrust of police or other statutory services. Children who have experienced previous abuse, fractured attachments and trauma hold a deep mistrust of adults and services.<sup>xiii</sup>
- Fear of the police process and trial, which can feel like re-traumatisation.
- Even if the police are involved, the child or young person may still feel unsafe or unprotected from repercussions.
- Many children and young people do not recognise that exploitation and abuse is taking place, and therefore feel they have nothing to disclose.
- Where a reward or an exchange has been involved, children or young people may feel they are complicit in the abuse.
- Reporting the abuse could feel like a betrayal of the perpetrator.

- Male victims of abuse may experience physical arousal, this may lead to confusion, doubt that the abuse has taken place and/or a sense that they have been betrayed by their body.
- The child or young person may have withdrawn from support networks due to the grooming process and be unable to access services.
- Structural inequalities related to race, gender, ethnicity, class, culture, education may be a factor.
- Gender difference in the emotional response between boys and girls – ie boys can be more emotionally isolated, or have poorer communication skills than girls due to the gender conditioning we all experience.
- Boys and young men experiencing exploitation are more likely to express their anger and trauma externally, and be labelled violent, aggressive, or as an offender.
- Messages from services and public campaigns can be perceived to be targeted at girls. This may deter boys and young men from accessing services, or disclosing in the first place.
- Lack of support services available, lack of diversity in support services or geographical restraints.
- Services not being consistent or persistent in their approach and closing due to 'non engagement'.
- Lack of adequate, open and honest and detailed sex-education that explores and addresses issues important and relevant to boys and young men.
- Culture of disbelief within services and agencies. The attitude, tone of voice and questioning used by services can feel adversarial, and as though they are trying to catch people out. This can lead to children and young people feeling alienated and therefore disengaging.
- Linguistics – the word 'victim' in itself can be a barrier to engaging.

# RECOMMENDATIONS

The following list includes a range of practical tips and recommendations for professionals when working with boys and young men who have been, are being, or are at risk of being, sexually exploited:

- Spend time building a relationship with the child or young person. Trust is crucial and it is important to establish this before you can begin to have conversations around abuse or exploitation.
- Build support networks as part of the intervention, for example with appropriate adults.
- Be interested, professionally curious, listen to what the child or young person is saying, and hear it from a safeguarding perspective.
- Advocate for the child or young person.
- Explain what is happening and why you might need to share information. Keep the child or young person updated on any outcomes.
- Ensure the child or young person is given choices. Throughout their experience of being exploited they will have been working with parameters of little or no choice, and therefore it is important that the child or young person is given the element of choice back.
- Explore the child or young person's identity and create a safe space in which to do this.
- Build the child or young person's resilience, looking at strengths and future plans.
- Be creative in your approach and ask what the child or young person wants and needs.
- Don't make judgements, especially in relation to their involvement in criminal activities or sexuality. Remember, they may appear to be willing participants, but it is likely that their actions and choices are being controlled by perpetrators with more power than them.
- Ask yourself if the child or young person has the freedom or capacity to make a decision, if not then they are likely to be being abused or exploited.
- There should be an individualised approach to working with boys and young men.
- Base any judgements on risk rather than gender assumptions.

- Ask yourself whether your response would be the same if you were working with a girl.
- Challenge professional views which are oppressive and judgmental.
- Services should be gender-informed, and ensure there are services and materials aimed at boys and young men that are also welcoming of black and minority ethnic (BME) and LGBT+ communities.
- Where possible, provide workers specifically for boys and young men.
- Resources should show how boys and young men become victims.
- Awareness raising with professionals around child sexual exploitation and boys and young men should take place.
- There should be access to high quality education on sex and relationships – this should also be adapted to meet individual needs, ie children and young people with learning disabilities, or where English is a second language.
- LGBTQ+ services to be supported and actively engaged in child sexual exploitation systems and networks.
- Case studies and examples used in sessions should include males. Studies show boys and young men disengage when examples refer to females
- Remember the 3 Rs:

**RECOGNISE.  
REDUCE THE RISK.  
REPORT IT.**

‘I just didn’t think that it was something awful that was happening for a while, because I was so young, I just thought I was in love.’

### **Young male**

# LANGUAGE

There is often inappropriate or unhelpful language used to describe children and young people’s experiences of exploitation and abuse. Therefore it is important that we use the right language in order to influence proper recognition and responses for the young people. Language that implies that the child or young person is complicit in any way or responsible for their victimhood must be avoided.

**For more detail please refer to the 2016 Luxembourg Guidelines:** Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse.<sup>xiv</sup>

INAPPROPRIATE TERM	SUGGESTED ALTERNATIVES
<p><b>Putting themselves at risk</b></p> <p>This implies that the child is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices.</p>	<ul style="list-style-type: none"> <li>● The child may have been groomed.</li> <li>● The child is at an increased vulnerability of being abused and/or exploited.</li> <li>● A perpetrator may exploit the child’s increased vulnerability.</li> <li>● The child is not in a protective environment.</li> <li>● The situation could reduce the child’s safety.</li> <li>● The location is dangerous to children.</li> <li>● The location/situation could increase a perpetrator’s opportunity to abuse them.</li> <li>● It is unclear whether the child is under duress to go missing.</li> <li>● There are concerns that the child may be being sexually abused.</li> <li>● It is unclear why the child is getting into cars.</li> <li>● There are concerns that there is a power imbalance forcing the child to act in this way.</li> <li>● There are concerns regarding other influences on the child.</li> </ul>

INAPPROPRIATE TERM	SUGGESTED ALTERNATIVES
<p><b>Sexual activity with...</b></p> <p>This implies consensual sexual activity has taken place. If it occurs within an abusive or exploitative context this term is not appropriate.</p>	<ul style="list-style-type: none"> <li>● The child has been sexually abused.</li> <li>● The child has been raped.</li> <li>● There are reports of sexual abuse.</li> <li>● The child has described sexual activity, however concerns exist that they child may have been groomed and/or coerced.</li> </ul>
<p><b>Sexually active since [age under 13]</b></p> <p>A child under 13 cannot consent to sex and is therefore being abused. This should be reflected in the language used.</p>	<ul style="list-style-type: none"> <li>● The child has been raped.</li> <li>● The child has been/may have been sexually abused.</li> <li>● Concerns exist that the child may have been coerced, exploited, or sexually abused.</li> </ul>
<p><b>Has been contacting adult males/ females via phone or internet</b></p> <p>This implies that the child or young person is responsible for the communication and does not reflect the abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● Adult males/females may have been contacting the child.</li> <li>● The child may have been groomed.</li> <li>● There are concerns that the adult is facilitating communication with a child.</li> <li>● The child is vulnerable to online perpetrators.</li> <li>● There are concerns that others may be using online technology to access or abuse the child.</li> <li>● Adults appear to be using a range of methods to communicate with the child.</li> </ul>

INAPPROPRIATE TERM	SUGGESTED ALTERNATIVES
<p><b>Offering him/her drugs seemingly in return for sex</b></p> <p>This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● The child is being sexually exploited.</li> <li>● There are concerns that the child has been raped.</li> <li>● Perpetrators are sexually abusing the child.</li> <li>● The child is being sexually abused.</li> <li>● The child’s vulnerability regarding drug use is being used by others to abuse them.</li> <li>● The perpetrators have a hold over the child by the fact that they have a drug dependency.</li> </ul>
<p><b>‘In a relationship with...’</b></p> <p>This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● The young person says that they are in a relationship with a person and there are concerns about that person’s age, the imbalance of power, exploitation and offending.</li> <li>● The young person has been/is being groomed, exploited and controlled.</li> </ul>
<p><b>Involved in CSE</b></p> <p>This implies there is a level of choice regarding the child being abused. A five year old would never be referred to as being involved in sexual abuse for the same reasons.</p>	<ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>
<p><b>Promiscuous</b></p> <p>This implies consensual sexual activity has taken place. Promiscuous is judgemental term which stereotypes and labels people. It isn’t appropriate in any context when discussing children and young people, but particularly if it occurs within an abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>

INAPPROPRIATE TERM	SUGGESTED ALTERNATIVES
<p><b>Prostituting themselves</b></p> <p>This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p> <p>Changes in legislation have meant that child prostitution is no longer an acceptable term and should never be used.</p>	<ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>
<p><b>Boyfriend/girlfriend</b></p> <p>This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.</p> <p>Children have been challenged in court with practitioners recordings where a practitioner has referred to the perpetrator as the child's boyfriend or girlfriend.</p>	<ul style="list-style-type: none"> <li>● The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending.</li> <li>● The young person has been/is being groomed, exploited and controlled.</li> </ul>
<p><b>He/she is choosing this lifestyle</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● The child is being criminally exploited.</li> <li>● The child is being sexually exploited.</li> </ul>
<p><b>Spending time/associating with 'elders'</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>	<ul style="list-style-type: none"> <li>● The young person says that they are friends with a person and there are concerns about that person's age, the imbalance of power, exploitation, offending.</li> <li>● The young person has been groomed, exploited, controlled.</li> </ul> <p><b>Note:</b> If the elder is under the age of 18 years old, this will need to be considered using child protection processes.</p>

## SERVICES

Unfortunately, there are still limited services designed specifically for boys and young men. However there are valuable services in some areas, offering a range of support, interventions and resources, many of whom will have a specialist boys and young men’s worker within the team. This will vary across regions and according to funding or commissioning. Whilst we do not specifically endorse any particular individual service, intervention or resources, we have aimed to highlight the services available nationally and locally. For any further information and evaluation of the services we would suggest contacting the organisation or service directly.

NAME	AREA	AGE RANGE	WEBSITE
<b>The Children’s Society</b>	Services available across the UK (please see website)	10–18	<a href="http://childrenssociety.org.uk">childrenssociety.org.uk</a>
<b>The Children’s Society RISE</b>	The Rise Project is a specialist service for boys and young men aged 11 to 25 who have been trafficked to the UK	11–25	<a href="http://childrenssociety.org.uk/what-we-do/helping-children/rise-project">childrenssociety.org.uk/what-we-do/helping-children/rise-project</a>
<b>The Children’s Society SCARPA</b>	The SCARPA service (North East) has a dedicated boys and young men worker	Under 18	<a href="http://SCARPA">SCARPA</a>
<b>NSPCC</b>	Services across the UK (please see website)	0–18	<a href="http://nspcc.org.uk">nspcc.org.uk</a>
<b>Barnardo’s</b>	Services available across the UK (please see website)	0–18	<a href="http://barnardos.org.uk">barnardos.org.uk</a>
<b>Male Survivors Partnership</b>	Consortium of providers across the UK (please see website)	Various	<a href="http://malesurvivor.co.uk">malesurvivor.co.uk</a>
<b>Survivors UK</b>	UK Service		<a href="http://survivorsuk.org">survivorsuk.org</a>
<b>PACE (Parents Against Child Exploitation)</b>	Support for parents, carers and families in Yorkshire, but resources available nationally		<a href="http://paceuk.info">paceuk.info</a>
<b>Victim Support</b>	Services available across the UK (please see website)	Various	<a href="http://victimsupport.org.uk">victimsupport.org.uk</a>
<b>Changing Lives MAP Project</b>	Support for male sex workers in Tyneside	18+	<a href="http://changing-lives.org.uk">changing-lives.org.uk</a>
<b>Men’s Room</b>	Support for young men experiencing multiple disadvantage	18–30	<a href="http://mroom.co.uk/about-us">mroom.co.uk/about-us</a>

# RESOURCES AND RESEARCH

ORGANISATION	TITLE	WEBSITE
Department for Education in England	Child Sexual Exploitation (2017)	<a href="http://gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf">gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf</a>
Cymru Welsh Assembly Government	Safeguarding Children and Young People from Sexual Exploitation (2010)	<a href="http://gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf">gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf</a>
BLAST	Excellence for Boys (2017)	<a href="http://assets.mesmac.co.uk/images/EFB-Booklet-PDF.pdf?mtime=20170404165155">assets.mesmac.co.uk/images/EFB-Booklet-PDF.pdf?mtime=20170404165155</a>
The Children's Society	Boys Don't Cry (2016)	<a href="http://childrenssociety.org.uk/sites/default/files/boys-and-trafficking-report-lowres-pcr059.pdf">childrenssociety.org.uk/sites/default/files/boys-and-trafficking-report-lowres-pcr059.pdf</a>
The Children's Society	Seen and Heard	<a href="http://seenandheard.org.uk/">seenandheard.org.uk/</a>
BLAST	Assessing and Responding to Boys at Risk of CSE (2016)	<a href="http://assets.mesmac.co.uk/assets/Assessing-and-Responding-to-Boys-at-Risk-Nov-2016.pdf?mtime=20161130115747">assets.mesmac.co.uk/assets/Assessing-and-Responding-to-Boys-at-Risk-Nov-2016.pdf?mtime=20161130115747</a>
Barnardo's	Hidden in Plain Sight	<a href="http://barnardos.org.uk/www.barnardos.org.uk/hidden-in-plain-sight.pdf">barnardos.org.uk/www.barnardos.org.uk/hidden-in-plain-sight.pdf</a>
Barnardo's	Not Just A Girl Thing	<a href="http://barnardos.org.uk/www.barnardos.org.uk/not-just-a-girl-thing.pdf">barnardos.org.uk/www.barnardos.org.uk/not-just-a-girl-thing.pdf</a>
Barnardo's	It's Not On The Radar	<a href="http://barnardos.org.uk/it_s_not_on_the_radar_report.pdf">barnardos.org.uk/it_s_not_on_the_radar_report.pdf</a>
Office of the Children's Commissioner	'If Only Someone Had Listened': OCC's Inquiry into CSE In Gangs and Groups.	<a href="http://thebromleytrust.org.uk/files/chidrens-commission.pdf">thebromleytrust.org.uk/files/chidrens-commission.pdf</a>
Survivors West Yorkshire	A View from Inside the Box III	<a href="http://assets.mesmac.co.uk/images/view-from-box-iii.pdf?mtime=20151109130939">assets.mesmac.co.uk/images/view-from-box-iii.pdf?mtime=20151109130939</a>
Interagency Working Group on the Exploitation of Children	Terminology Guidelines for the Protection of Children from Sexual Exploitation and Abuse	<a href="http://luxembourgguidelines.org/english-version/">luxembourgguidelines.org/english-version/</a>

ORGANISATION	TITLE	WEBSITE
<b>BLAST (MesMac)</b>	Resources for professionals, including Alright Charlie	<a href="http://mesmac.co.uk/projects/blast/for-professionals/resources">mesmac.co.uk/projects/blast/for-professionals/resources</a>
<b>BLAST (MesMac)</b>	My New Friend (Video)	<a href="https://youtube.com/watch?v=S5m40qOesDg">youtube.com/watch?v=S5m40qOesDg</a>
<b>BLAST (MesMac)</b>	Same Risk Different Gender (Video)	<a href="https://youtube.com/watch?v=1cbXXjzkh90">youtube.com/watch?v=1cbXXjzkh90</a>
<b>West Yorkshire Survivors</b>	A Self Help Guide for Males Who Have Been Sexually Abused	<a href="http://rapecrisis.org.uk/userfiles/PDFs/WYSurvivorsSelfHelpGuide4Males.pdf">rapecrisis.org.uk/userfiles/PDFs/WYSurvivorsSelfHelpGuide4Males.pdf</a>
<b>The Children's Society</b>	Taylor's Story	<a href="https://youtube.com/watch?v=oqofFfXU2kl">youtube.com/watch?v=oqofFfXU2kl</a>
<b>CEOP</b>	Matt thought he knew	<a href="https://youtube.com/watch?v=9Jpy05XlfCo">youtube.com/watch?v=9Jpy05XlfCo</a>
<b>CEOP</b>	Tom's story	<a href="https://youtube.com/watch?v=dkwkkwOntmc">youtube.com/watch?v=dkwkkwOntmc</a>
<b>NSPCC</b>	I saw your willy	<a href="https://youtube.com/watch?v=sch_WMjd6go">youtube.com/watch?v=sch_WMjd6go</a>
<b>BOOKS</b>		
Rodgers, Vanessa. Working with Young Men: Activities for Exploring Personal, Social and Emotional Issues. 2010, London.		

'I had no idea what kind of trap had been laid for me. They were just waiting for me to step into it.'

### Young male

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- ii [gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf](http://gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf)  
Please note that this guidance and definition is currently under review.
- iii As defined by the Young Women's Group, New Horizons: 2008 (the Nia Project & The Children's Society).
- iv [childrenscommissioner.gov.uk/wp-content/uploads/2017/07/I-thought-I-was-the-only-one-in-the-world.pdf](http://childrenscommissioner.gov.uk/wp-content/uploads/2017/07/I-thought-I-was-the-only-one-in-the-world.pdf)
- v Adapted from Blast Project, West Yorkshire MESMAC
- vi [http://www.barnardos.org.uk/resources/research\\_and\\_publications/hidden-in-plain-sight/publication-view.jsp?pid=PUB-2801](http://www.barnardos.org.uk/resources/research_and_publications/hidden-in-plain-sight/publication-view.jsp?pid=PUB-2801)
- vii [barnardos.org.uk/CSE\\_practitioners\\_guide\\_v2\\_hr.pdf](http://barnardos.org.uk/CSE_practitioners_guide_v2_hr.pdf)
- viii [rip.org.uk/download/283/CSE\\_evidencescopeupdateOct17\\_v2.pdf](http://rip.org.uk/download/283/CSE_evidencescopeupdateOct17_v2.pdf)
- ix [http://www.barnardos.org.uk/resources/research\\_and\\_publications/hidden-in-plain-sight/publication-view.jsp?pid=PUB-2801](http://www.barnardos.org.uk/resources/research_and_publications/hidden-in-plain-sight/publication-view.jsp?pid=PUB-2801)
- x Cockbain E, Ashby M and Brayley H (2015) 'Immaterial boys? A large-scale exploration of gender-based differences in child sexual exploitation service users', *Sexual Abuse: A Journal of Research and Treatment*, doi.org/10.1177/1079063215616817.
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- xiii [barnardos.org.uk/cse\\_barnardos\\_model\\_of\\_practice.pdf](http://barnardos.org.uk/cse_barnardos_model_of_practice.pdf)
- xiv [luxembourgguidelines.org/english-version/](http://luxembourgguidelines.org/english-version/)